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ABSTRACT

This document discusses the educational aide program in the state of Ohio. Section I discusses the paid educational aide. The goal of the paid teacher aide program is to improve instruction; the objectives of the program are: (1) teachers will spend more time directly involved in significant high-level teaching and learning functions; (2) teachers will spend more time designing effective teaching strategies; (3) teachers will be more personally involved with pupils; (4) the basic skills program will improve; and (5) teachers will have more energy to devote to teaching. Guidelines are recommended for the selection, training, supervision, and continuous progress evaluation of educational aides and auxiliary personnel. A selection of questions and answers concerns the content and intent of the Educational Aide Statute of the Ohio Revised Code. The permanent regulations for issuance of the educational aide permit are listed. Ethical conduct is briefly discussed. The second section deals with the volunteer educational aide. It is stressed that understanding the volunteer is important to the development of effective utilization of the aide. Suggested steps for initiation of a volunteer aide program include: (1) recruitment of volunteers; (2) selection and placement; (3) criteria for volunteers; (4) orientation and training; (5) utilization of volunteers; (6) supervision and program coordination; (7) motivation and recognition; and (8) evaluation. The appendix includes: (1) The Revised Code of Ohio Educational Aide Statute; (2) Opinion No. 69-145; (3) a chart showing the organization and development of a volunteer program; (4) sample forms and questionnaires; and (5) a reading list. (MM)

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Guidelines for Educational Aides

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Instruction and Professional Development Division
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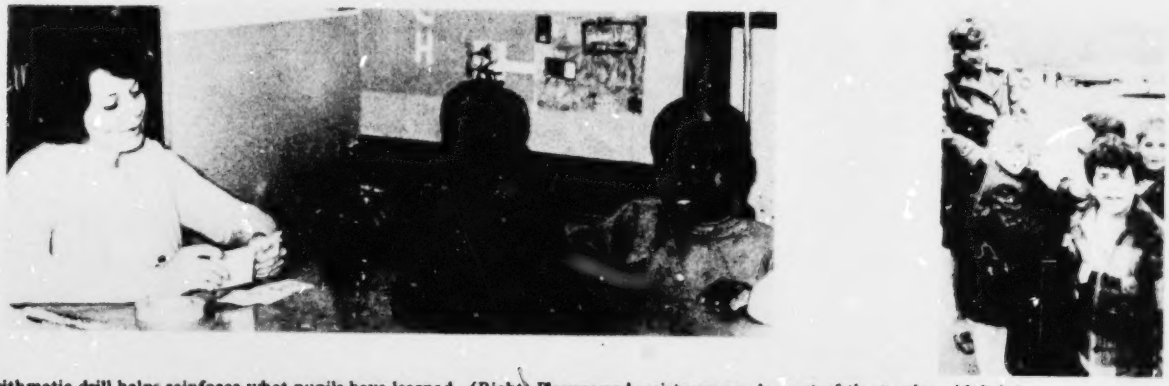
(Left) A teacher aide demonstrates the use of a projector. (Middle) Lunchtime provides an opportunity for an aide to assist a handicapped child. (Right) An aide helps a group of kindergarten children.



(Left) Arithmetic drill helps reinforce what pupils have learned. (Right) Playground assistance can be part of the teacher aide's job.

An aide helps a youngster drill on her number facts.

THE PAID EDUCATIONAL AIDE

". . . Nonteaching employees in a school district who directly assist a teacher (certificated employee) . . . consistent with sound educational practices and procedures."[1]

Ohio schools of the future shall employ more and more auxiliary personnel.[2] These persons help, assist, and give aid and support to the learning-teaching process.

The auxiliary (ancillary) personnel who provide professional service, other than classroom teachers, such as counselors, psychologists, visiting teachers, principals, administrators, physical therapists, and educational administrator specialists have become certificated. This certificate states to the public and the learner that the holder is qualified for this position. It also certifies good moral character.

Recent surveys indicate there are more than 277,000 auxiliary personnel operating in our schools. These persons are the *educational aides* who work with instructional program materials, come in direct contact with students, or assist certificated professionals. During the 1972-73 school year, school districts in the State of Ohio employed approximately nine thousand (9,000) paid aides.

The education profession recognizes that auxiliary personnel, including educational aides, may help them apply their professional skills more effectively, thereby improving the educational opportunities for each individual student. The profession stands ready to continue its experimentation with differentiated staffing patterns that must include educational aides. The profession wishes to make its contribution felt relative to the establishment of guidelines for the selection, placement, and continuous evaluation of this dimension of personnel in our public schools.

Goal and Objectives[3]

A. The Goal of a Teacher Aide Program . . .

To Improve Instruction

Every aspect of the aide program, from the planning and organizing which precedes the hiring of aides to the final evaluation of their effectiveness, must focus on the improvement of student performance.

B. The Objectives of a Teacher Aide Program

1. Teachers will spend more time directly involved in such significant high-level teaching and learning functions as assessment of pupil needs, inquiry teaching, encouragement of creativity, evaluation of student progress and personal guidance.
2. Teachers will spend more time designing teaching strategies directed to achieving instructional objectives.
3. Teachers will be more personally involved with pupils.
4. The basic skills program will improve because the knowledge of teachers will be utilized to *manage* the program while instructional aides are taking care of routine aspects.
5. Teachers will have more physical and mental energy to devote to teaching.

Recommended Guidelines for the Selection, Training, Placement, Supervision, and Continuous Progress Evaluation of Educational Aides and Auxiliary Personnel

"Teacher (Educational) Aides are functioning at all levels of education from preschool programs to reading laboratories in special secondary school programs. They have assisted social workers in migrant education programs and have helped bridge the gap in classes at all levels where teachers are concerned with the educational culturally disadvantaged children."[4]

I. Selection Rationale

A. Procedure

1. Have a committee of teachers, supervisors, and administrators prepare clear, specific job descriptions, before the selection procedure is implemented.
2. Establish a screening committee composed of those district employees who will have to train, supervise, work with, and direct the activities of the employed aide. The superintendent will select and recommend the candidates to the board of education for employment.
3. Have the board of education adopt an aide pay scale.
4. Enter into a simple contractual agreement with each aide describing the aggregate working hours per week, rate of pay, number of work weeks per school year, the required permit, fringe benefits, and other features pertinent to the district.
5. Clarify for the potential aide their legal status, personal liability, participation benefits in School Employees Retirement System, and the availability of the same rights as other nonteaching employees in the school district.

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[1] Section 3319.088 of the Ohio Revised Code.

[2] *The Use and Training of Auxiliary Personnel in Education*, Battelle Memorial Institute, Columbus Laboratories, 505 King Avenue, Columbus, Ohio, November 15, 1968, Figure 4 and 5, pp. 47 and 48, Report to Ohio Department of Education.

[3] *An Effective Program for Teachers Aide Training* by John J. McNamara, WKST Nyack, New York, 1973.

[4] *Aides for Classroom Teachers*, Florida State Department of Education, Tallahassee, Florida, Spring, 1969.

B. Personal Qualifications

The personal qualities listed represent optimum criteria for an aide.

Aides should:

1. Have a genuine interest in children;
2. Possess the ability to work and communicate harmoniously with others;
3. Be willing and able to accept and execute assigned responsibilities;
4. Act in a mature manner;
5. Be able to work with varying ethnic groups in the staff as well as the student body;
6. Exhibit a professional attitude toward confidential information;
7. Project a good personal appearance — clean, neat, and well groomed;
8. Be able to meet the health requirements expected of other employees of the district each year;
9. Understand the school community and hopefully reside therein;
10. Be dependable; and
11. Possess good character.

II. Training/Education

A. Pre-employment

Aides should:

1. Be high school graduates or qualify for the appropriate Educational Aide permit;
2. Be at least eighteen (18) years of age; or be a high school graduate over sixteen (16) years of age; and
3. Be experienced in working with or exposed to youngsters whose ages are on a par with those to whom they will be assigned.

B. Pre-service[1]

Aides should:

1. Participate in a training session of at least two (2) weeks duration. The training sessions should include:
   a. Orientation to the school building where assigned and all other facilities of the school district that will help make the aide "feel a part of the staff;"
   b. An explanation of the educational philosophy of the school district;
   c. Basic training in child growth and development; how children learn; practical assistance in emergencies; and the use of audio-visual aids including how to arrange, display, and exhibit materials;
   d. A description of job opportunities and career advancement;
   e. An explanation of the expected working relationships with the professional and non-teaching employees and practical ethics;
   f. The interpretation of written policies relative to "trial periods," grievance procedures, observation, conferences, assignment schedules, evaluation, reassignment, and dismissal;
   g. A thorough orientation with the teacher or supervisor to whom assigned. *It is imperative that this certificated employee participate in the training session;* and
   h. Motivational experiences to help aide develop a positive self-image and competence in guiding learners.
2. Participate in the opening-of-school routine.
3. Register for school sponsored in-service program.
4. Complete all necessary paper work for the business manager/clerk-of-the-board to ensure complete understanding about pay periods, take home pay, working conditions, fringe benefits, and withholding procedures.

C. In-Service

1. Establish a formalized follow-up training program based upon the pre-service sessions. The plan shall include the continued development of aide skills and positive attitudes as identified by the use of evaluation instruments, personal requests, and supervisory observations.

[1]Job description and aide permit should determine training program specifics.

(Left) A teacher aide (far right) assists the teacher in supervising a large lunchtime group. (Right) Sometimes little fingers need some help with bulky zippers.

2. An Educational Aide coordinator should be provided or designated at the district level to ensure continuity of the in-service training program and provide for a realistic integration with volunteer programs. Building coordinators may be indicated when five or more aides are employed per building.
3. Some Educational Aides could be considered and used in the home-school communications system.
4. The opportunity should be made available to explore all facets of the educational aide program.

III. Suggested Duties

A. Clerical Aides
Their duties might include, but not be limited to, preparing reports, maintaining records, duplicating, checking out books, ordering and returning audio-visual materials, maintaining student records and collecting money.

B. Classroom Aides
Their duties might include, but not be limited to, helping individuals and small groups with independent study, show and tell, arranging display materials, tutoring; assisting with field trips, parent conferences, operating audio-visual equipment, assisting with fire drills, keeping records and planning with the teacher.

C. Supervisory Aides
Their duties might include, but not be limited to, supervising students in study halls, lunchrooms, playgrounds, corridors, restrooms, on field trips, in school buses and during testing.

D. Technical Assistant Aides
Their duties might include, but not be limited to, assisting with music, home economics, art and all vocational shops and classrooms. They might also be utilized in curriculum laboratories, science laboratories, physical rehabilitation or physical education classes.

E. Housekeeping Aides
Their duties might include, but not be limited to, working in tool rooms of shop classes, putting up and dismantling displays, setting up classrooms, ordering parts, supervising students during cleanup period and taking care of ventilation and lighting.

IV. Placement

A. Give certificated staff member an opportunity to accept or reject aide assistance.
B. Carefully match aide with classroom teacher or other certificated personnel.
C. Transfer aides if necessary for more effective utilization of service.

V. Supervision and Continuous Progress Evaluation

A. Develop a realistic evaluation instrument. Use it. Modify it as needed. (Refer to Appendix for sample instruments.)
B. Have a continuous supervisory visitation schedule set up for all aides.
C. Reiterate role and function of aide.
D. Eliminate problem areas immediately. *For example:* clearly define what constitutes teaching or instruction as contrasted with a non-teaching act.
E. Identify highly specialized aide areas and expand horizons, i.e., audio-visual and other educational media technicians, laboratory assistants, programmers, evaluation or research center technicians, staging and lighting technicians, et al.

Questions and Answers Relative to the Content and Intent of the Educational Aide Statute (Section 3319.088 of the Ohio Revised Code)

Q Must all paid aides have a permit?

Yes, except for those auxiliary (aide) personnel whose duties are described as secretarial-clerical.

Q How many aides may a district employ?

As many as it wishes, but, not to exceed one full-time equivalent aide for each six full-time equivalent certificated employees on a district-wide basis. (Experience shows that a one-to-one ratio may be indicated when teaching children of migrant workers, or in certain target buildings, or with innovative staffing patterns, or in some areas of special education.)

Q May aides supervise children when the certificated employee to whom they are assigned is not physically present?

Yes, with the understanding that aides are at all times under the supervision and direction of a teacher as defined in Section 3319.09, Revised Code.

Q Are aides expected to maintain discipline?

Yes, to the same degree maintained by teachers except they may not render corporal punishment.

Q May aides be used in place of (substitute for) teachers or other certificated personnel?

No.

Q. May aides engage in acts of teaching or instruction?

No. An aide may be used to reinforce a learning concept or skill, e.g., drill in mathematics, supervise reading group, take students to library, etc.

Q Are aides permitted to administer and score standardized tests?

Yes, if the teacher to whom assigned so directs.

Q May aides assign course or subject grades as a part of student evaluation?

No.

Q Can aides use "aide experience" toward teacher certificate, teacher contract or teacher salary schedule placement?

No.

Q May aides be counted as certificated employees for purpose of state support in school foundation programs?

No.

Q Do aides have all rights, benefits, and legal protection available to other nonteaching employees in a district?

Yes.

Q Are aides eligible for Civil Service tenure protection?

No. It has been ruled by the Ohio Supreme Court that tenure protection provided by R.C. 143.27 to nonteaching employees in the classified service of a city school district is not available to educational aides employed by a city school district; however, educational aides employed in exempted villages or local school districts may become entitled to continuing employment in the manner provided in R.C. 3319.081.

Q Are educational aides covered under any of the several public retirement systems?

Yes. Educational aides, whether employed in city, exempted villages, or local school districts are members of the Public School Employees Retirement System.

Q Are aides required to divulge personal information concerning any pupil?

A qualified yes. To the teacher to whom assigned; the school administrator in the absence of the teacher or when required to testify in a court or proceeding.

Q May aides be counted to decrease the ratio between the number of certificated teachers and the pupils in a school district?

No.

Q What is the fee for an Educational Aide permit?

Two dollars.

Q Do aides have legal protection available?

Yes. The same as available to other nonteaching employees in the school district, inclusive of Section 143.01 to 143.48 of Revised Code.

Q May aides join professional education associations?

The Ohio Education Association offers an Educational Aide Membership to all friends of education. The aide, as an associate member, would receive a $250,000 "professional" liability insurance policy and all other services and materials. But they can neither vote nor hold office.

Q May an aide be assigned to two or more teachers?

Yes, but not simultaneously. Assignments shall be clearly delineated by administrative head of the district or a designate.

Q May aides be employed for supervision of students only?

Yes, *For example:* playgrounds, cafeterias, corridors, rest rooms, "independent study" type study halls, buses, et al.

Q Who directs aides used as student supervisors?

The building principal or central office staff, or designate.

Q Is a teacher or principal or superintendent more liable if they direct or supervise an aide?

Although negligence of an educational aide may not be imputable to the teacher or administrator to whom assigned, it is possible that the certificated "supervisor" could be held liable if the evidence established such person collaborated in, or directed, the performance of a harmful act, or failed to properly direct the performance of an act that a prudent teacher should have foreseen would result in harm.

Permanent Regulations for the Issuance of the Educational Aide Permit

Adopted by the State Board of Education — 11/10/69

Standard EDb-933-01

One-Year Educational Aide Permit

A. An initial one-year Educational Aide Permit may be issued upon the request and recommendation of an employing superintendent of a city, county, or exempted village, or administrative head of a nontax supported school, provided the superintendent submits evidence that the applicant meets the following minimum requirements:

1. The applicant has submitted evidence of sufficient formal education to assure the employing superintendent of competency to perform the duties assigned to the Educational Aide in his school district, in accordance with a written job description.
2. The applicant has shown sufficient promise of being able to profit from in-service training and shall be willing to participate in such training.
3. The applicant shall have adequate language competency, shall be free of speech, moral and disqualifying physical defects, and shall show evidence of mental and emotional stability. The

applicant shall present evidence of good physical health.

Standard EDb-933-02
Renewal of One-Year Educational Aide Permit

A. The one-year Educational Aide Permit may be renewed upon the request and recommendation of the employing superintendent, or administrative head of a non-tax supported school upon evidence that:
   1. The applicant has performed successfully in tasks assigned in accordance with a written job description.
   2. The applicant has participated in and profited from in-service training. .
   3. The applicant has adequate language competency, is free of speech, moral, and disqualifying physical defects, and has shown evidence of mental and emotional stability. The applicant shall present evidence of good physical health.

Standard EDb-933-03
One-Year Student Monitor Educational Aide Permit

A. An initial one-year Student Monitor Educational Aide Permit may be issued upon the request and recommendation of an employing superintendent of a city, county, or exempted village, or administrative head of a non-tax supported school, provided the superintendent submits evidence that the applicant meets the following minimum requirements:
   1. The applicant has submitted evidence of sufficient formal education to assure the employing superintendent of competency to perform the monitoring duties assigned to the Student Monitor Educational Aide in his school district, in accordance with a written job description.
   2. The applicant has shown sufficient promise of being able to profit from in-service training and shall be willing to participate in such training.
   3. The applicant shall have adequate language competency, shall be free of speech, moral and disqualifying phy cal defects, and shall show evidence of mental and emotional stability. The applicant shall present evidence of good physical health.

Standard EDb-933-04
Renewal of One-Year Student Monitor Educational Aide Permit

A. The one-year Student Monitor Educational Aide Permit may be renewed upon the request and recommendation of the employing superintendent, or administrative head of a non-tax supported school upon evidence that:
   1. The applicant has performed successfully the monitoring tasks assigned in accordance with a written job description.
   2. The applicant has participated in and profited from in-service training.
   3. The applicant has adequate language competency, is free of speech, moral, and disqualifying physical defects, and has shown evidence of mental and emotional stability. The applicant shall present evidence of good physical health.

Standard EDb-933-05
Four-Year Educational Aide Permit

A. The four-year Educational Aide Permit may be issued upon the recommendation of the employing superintendent, or administrative head of a non-tax supported school upon evidence that:
   1. The applicant is a graduate of an approved high school or has a statement of high school equivalence in accordance with regulations prescribed by the Superintendent of Public Instruction.
   2. The applicant has performed successfully in the tasks assigned in accordance with a written job description while employed on a renewal of a one-year Educational Aide Permit and has the recommendation of the administrator of the school or district in which employed.
   3. The applicant has participated in and profited from in-service training.
   4. The applicant has adequate language competency, is free of speech, moral, and disqualifying physical defects, and has shown evidence of mental and emotional stability. The applicant shall present evidence of good physical health.

Standard EDb-933-06
Four-Year Educational Technologist Aide Permit

A. A four-year Educational Technologist Aide Permit may be issued upon the recommendation of an employing superintendent of a county, city, or exempted village, or administrative head of a non-tax supported school, provided the applicant meets the following minimum requirements:
   1. The applicant shall submit evidence of having completed an approved Educational Technologist Aide program from a school, college or technical institution authorized to confer degrees or associate degrees and shall have the recommendation of that institution.
   2. The applicant shall show sufficient promise of being able to profit from in-service training and shall be willing to participate in such.
   3. The applicant shall have adequate language competency, shall be free of speech, moral and

disqualifying physical defects, and shall show evidence of mental and emotional stability. The applicant shall present evidence of good physical health.

Standard EDb-933-07
Renewal of the Four-Year Educational Aide Permit and Four-Year Educational Technologist Aide Permit

A. The four-year Educational Aide Permit and four-year Educational Technologist Aide Permit may be renewed upon the recommendation of an employing superintendent, or administrative head of a non-tax supported school, provided:
   1. The applicant has performed successfully in the task assigned.
   2. The applicant has participated in and profited from in-service training.
   3. The applicant has adequate language competency, is free of speech, moral, and disqualifying physical defects, and has shown evidence of mental and emotional stability. The applicant shall present evidence of good physical health.

Standard EDb-933-08
Validity of Educational Aide Permits

A. The one-year Educational Aide Permit and the renewal of the one-year Educational Aide Permit shall be valid only in the district of the employing Board of Education. The four-year Educational Technologist Aide Permit and the four-year Educational Aide Permit shall be valid in any approved public or nonpublic school in Ohio.

Standard EDb-933-09
Fee for Educational Aide Permit

A. Each application for an Educational Aide Permit or renewal thereof shall be accompanied by a fee of $2.00.

Ethical Conduct

Teachers who are members of a professional association affiliated with the OEA/NEA are bound by the provisions of the *Code of Ethics of the Education Profession.* Educational Aides should familiarize themselves with the provisions of the *Code* and voluntarily adhere to those sections that are appropriate. In the 1968 *Code,* Principle I, Sections 4 and 7, for example, admonish against exposing students to unnecessary embarrassment and the need for confidentiality. In Principle III, Sections 4 and 8, the educator is reminded to keep confidential information acquired about colleagues in the course of employment and warned not to distort evaluations. At the present time, there is no means to force a non-certificated school employee to adhere to the provisions of the *Code of Ethics of the Education Profession,* but sound educational practice would demand nothing less of any person involved in the education of children regardless of their capacity.

(Left) An aide may provide assistance to an individual student or to a group. (Right) An aide applies the finishing touches to a bulletin board display.

THE VOLUNTEER EDUCATIONAL AIDE

Among the members of our school community there exists a great reservoir of talent. To utilize this potential talent, schools are calling upon these human resources to provide assistance in implementing the curriculum so that the needs of more students can be better met. These individuals are willing and able to give of their time and talents to provide successful learning experiences for the youth of Ohio. Therefore, we have a new dimension emerging in our educational structure — VOLUNTEERISM.

For further information regarding a volunteer coordinator's guidebook contact: Division of Elementary and Secondary Education, State Department of Education, 65 South Front Street, Columbus, Ohio 43215.

I. Understanding the Volunteer

Understanding the volunteer — who this person is and why did they join the program — is important to the development of effective utilization of this aide.

Definition — who the volunteer is:

A volunteer in education is an individual in the community who contributes a positive service to the school by supporting the efforts of professional personnel. The service may be a direct academic service working with students or an indirect service working as a clerical assistant or in general school assistance. The services of a volunteer may be utilized in all school activities from preschool level through secondary school level.

A volunteer is not paid, has been trained in the task(s) to be performed, is oriented to the philosophy and policies of the school where service is given, and is under the direct or indirect supervision of school personnel.

A volunteer's role, when assisting in instruction, is to provide reinforcement and/or enrichment activities which support instruction by extending practice in and refinement of a particular skill or concept to build successful experiences.

II. Implementation

Suggested Steps for Initiating a Volunteer Program

The individualization of instruction and personal attention to the unique needs of students can be provided by utilizing the human potential in school communities. Volunteers perform vital roles — assistance in classrooms, libraries, study halls, and other related activities. To do this effectively the following steps are essential:

1. The administrative decision is made to implement a Volunteers in Education (VIE) program.
2. The Board of Education adopts a resolution in support of a VIE program.
3. The appointment is made of a VIE Coordinator.
4. The strategies of VIE programming are applied, these are:
   Recruitment
   Selection and Placement
   Orientation and Training
   Supervision and Coordination
   Motivation and Recognition
   Public Relations and Publicity
   Budgeting and Funding
   Record Keeping and Evaluation

A. Recruitment of Volunteers

Recruitment of volunteers takes many forms. It includes use of the media (the press, radio stations and TV networks), contacts with community organizations including PTAs, distribution of flyers and posters, efforts of school volunteer coordinators and school staffs, and word-of-mouth contacts on the part of the volunteers themselves.

B. Selection and Placement

An application form should be completed by each person wishing to serve as a school volunteer. Additionally, each applicant must be willing to obtain a tuberculin test, X-ray and must complete a pre-service orientation program to learn the school and district policies and procedures. Also, the volunteer must be trained for the service to be given.

The selection process is then carried out by appropriate school personnel. Once the application is completed, potential volunteers are interviewed. Following the pre-service orientation, specific assignments are made.

C. Criteria for Volunteers

1. The volunteer should be an individual who is willing and able to work with children.
2. The volunteer should be an individual who can make a consistent commitment of time to the program (at least ½ day per week for a regular volunteer assignment).
3. The volunteer should be willing and able to participate in and profit from orientation to the program as well as appropriate training for the job.
4. The volunteer should be able to understand the supplemental and enrichment role and the relationship they will have to the staff and to the students.
5. There are no limits with regard to age or educational background; volunteers may be either male or female and hopefully will come from a variety of socio-economic, educational, ethnic, racial, and religious backgrounds.

D. Orientation and Training

A prime ingredient to the success of the School Volunteer Program is a happy, well-informed volunteer — one knowledgeable about the programs, objectives, and responsibilities of the "partners" in the team — the principal, teacher, volunteer, and student.

Accordingly, it is essential to the development of an adequate volunteer training program, that BOTH the professionals and the volunteers be involved in such training which includes a pre-service orientation, several in-service workshops and continuous "on-the-job" training. Throughout the training program, the importance of the volunteer's commitment to the school, students, and program should be emphasized.

E. Utilization of Volunteers

Once the volunteer has been oriented to the role and to the class as individuals and as a group, the volunteer can be utilized in many ways, such as:

- Help to individualize instruction
- Assume clerical-type duties
- Tutor in reading
- Assist with lunchroom duties
- Act as interpreter for foreign speaking parents and children (provided the volunteer has a speaking knowledge of the language and has the ability to relate well with school personnel and children)
- Assist staff in the supervision of children on educational tours
- Assist teachers in the supervision of children on the playground, during indoor recess, and in organized play activities
- Assist the school staff in the maintenance of security measures within the school
- Assist teachers with nonteaching tasks which DO NOT involve confidential information
- Assist teacher-nurses in health examinations
- Assist the staff in the registration of pupils
- Assist the staff in school beautification
- Share experiences, materials, and special talents — club activities and special instructional groups
- Assist teachers in monitoring study activities

F. Supervision and Coordination

Good supervision and coordination are essential to the success of any VIE program. Successful volunteer corps are headed by a paid **Official Coordinator.** As an administrator, this coordinator works very closely with the principals of the schools developing needs assessment instruments and determining with the principal the placement of volunteers.

School Volunteer Coordinator. Wherever feasible, a School Volunteer Coordinator is appointed to act as a liaison between the school staff representative, volunteers in the school, the volunteer aide office and to help maintain a well coordinated school volunteer program. This School Volunteer Coordinator should be a member of the school community — either a PTA member or an interested parent.

School Staff Representative. The staff person acts as a liaison between professional staff (principal, teachers, librarian, etc.) of the school, the School Volunteer Coordinator, the volunteers in the school, and the Volunteer Aide Office, to help develop and maintain within the schools an understanding of the goals, philosophy and mechanics of the program. It is desirable that staff representatives attend a basic orientation session to secure this knowledge.

Volunteer Advisory Council. The duties of the Council are to guide and advise the volunteer program regarding recruitment, training, placement, and recognition of volunteers.

G. Motivation and Recognition

It is important that volunteer's efforts be recognized and their contributions appreciated. Whether it is a special recognition certificate, a personal "thank you" note or a testimonial luncheon, is a matter for individual determination. The significant thing to be remembered is that recognition can be a primary motivational factor.

H. Evaluation

Evaluation of a volunteer aide program should be continuous. One of the key words in a good program is flexibility. A self-evaluation is often the best. The evaluation should be made in light of "What can I do to improve my effectiveness?"

A teacher who works with an aide might want to consider the following:

1. Do I know how my aide feels about the children in my class?
2. Do I know enough about my aide's background?
3. Do I offer the opportunity for my aide to work with children?
4. Has my aide helped me to become more effective as a teacher?
5. Do we spend enough time evaluating our effectiveness as a team?
6. Do we work as a team exploring new ideas?
7. Is enough time donated to improving the skills of the aide?
8. Has the atmosphere of the class improved through the use of an aide?
9. Does the aide make an attempt to understand the children in my class?
10. Is the aide able to contribute to the social adjustment of the children?

11. Has the aide permitted me more time to work with children?
12. Have I made my aide feel like a member of our school staff?

A volunteer aide could use the following questions for self-evaluation:

1. Am I effective in terms of helping the teacher help children by relieving the teacher of certain non-teaching duties?
2. Have I let the teacher know of various skills and interests I have which might help the class?
3. Do I contribute to the team by evaluating my role and making suggestions as to how I can be of further help?
4. Am I able to identify and help some of the children who have problems?
5. Do I prepare for an activity fully?
6. Do I give enough of my time to enhance my skills?
7. Do I observe the teacher during the day so I may continue to learn?
8. Do I avoid criticism of the teacher, the children, and the school?
9. Do I accept criticism as a means of growth?
10. If I am going to be absent, do I contact the school promptly?
11. Do I take advantage of the various opportunities afforded to me to become a full member of the staff?
12. Do I praise and encourage children rather than criticize?

If both partners can answer these questions sincerely and discuss the answers with each other, their relationship should continue to improve. The better the relationship between the teacher and the aide, the more effective the team will become at helping children. (Refer to Appendix for sample instruments.)

(Left) More and more school districts are utilizing paid and volunteer aides. (Right) A student volunteer gives tutoring help.

(Left) A vocational home economics class watches a practical demonstration. (Right) Classroom help for a teacher is provided by an aide (right).

APPENDIX

Revised Code of Ohio, Educational Aide

Sec. 3319.088. As used in this section "educational aide" means any nonteaching employee in a school district who directly assists a teacher as defined in Section 3319.09 of the Revised Code, by performing duties for which a certificate issued pursuant to Sections 3319.22 to 3319.30, inclusive, of the Revised Code is not required.

The State Board of Education shall issue educational aide permits and shall establish regulations and fees for the issuance of such permit which shall be consistent with the provisions of this section. The fees for the issuance of such permits shall not exceed two dollars for each permit. Educational aide permits may be of several types and the regulations shall prescribe the minimum qualifications of education, health, and character for the service to be authorized under each type. The prescribed minimum qualifications may require special training or educational courses designed to qualify a person to perform effectively the duties authorized under an educational aide permit.

Educational aides shall at all times while in the performance of their duties be under the supervision and direction of a teacher as defined in Section 3319.09 of the Revised Code. Educational aides may assist a teacher to whom assigned in the supervision of pupils, in assisting with instructional tasks, and in the performance of duties which, in the judgment of the teacher to whom the aide is assigned, may be performed by a person not certificated pursuant to Sections 3319.22 to 3319.30, inclusive, of the Revised Code and for which a teaching certificate, issued pursuant to Sections 3319.22 to 3319.30, inclusive, of the Revised Code is not required. The duties of an educational aide shall not include the assignment of grades to pupils. The duties of an educational aide need not be performed in the physical presence of the teacher to whom assigned, but the activity of an educational aide shall at all times be under the direction of the teacher to whom assigned. The assignment of an educational aide need not be limited to assisting a single teacher. In the event an educational aide is assigned to assist more than one teacher, the assignments shall be clearly delineated and so arranged that the educational aide shall never be subject to simultaneous supervision or direction by more than one teacher.

Educational aides assigned to supervise children shall, when the teacher to whom assigned is not physically present, maintain the degree of control and discipline which would be maintained by the teacher, but an educational aide may not render corporal punishment.

Educational aides may not be used in place of classroom teachers or other certificated employees and any payment of compensation by boards of education to educational aides for such services is prohibited. The ratio between the number of certificated teachers and the pupils in a school district may not be decreased by utilization of educational aides and no grouping, or other organization of pupils, for utilization of educational aides shall be established which is inconsistent with sound educational practices and procedures. A school district may employ up to one full time equivalent educational aide for each six full time equivalent certificated employees of the district. Educational aides shall not be counted as certificated employees for purposes of state support in the school foundation program and no grouping or regrouping of pupils with educational aides may be counted as a class or unit for school foundation program purposes. Neither special courses required by the regulations of the State Board of Education, prescribing minimum qualifications of education for an educational aide, nor years of service as an educational aide shall be counted in any way toward qualifying for a teacher certificate, for a teacher contract of any type, or for determining placement on a salary schedule in a school district as a teacher.

Educational aides employed by a board of education shall have all rights, benefits, and legal protection available to other nonteaching employees in the school district, except that provisions of Sections 143.01 to 143.48, inclusive, of the Revised Code shall not apply to any person employed as an educational aide, and shall be members of the School Employees Retirement System. Educational aides shall be compensated according to a salary plan adopted annually by the board.

Except as provided in this section, nonteaching employees shall not serve as educational aides without first obtaining an appropriate educational aide permit from the State Board of Education. A nonteaching employee who is the holder of a valid educational aide permit shall neither render nor be required to render services inconsistent with the type of services authorized by the permit held. No person shall receive compensation from a board of education for services rendered as an educational aide in violation of this provision.

Nonteaching employees whose functions are solely secretarial-clerical and who do not perform any other duties as educational aides, even though they assist a teacher and work under the direction of a teacher shall not be required to hold a permit issued pursuant to this section. Students preparing to become certificated teachers or educational aides shall not be required to hold an educational aide permit for such periods of time as such students are assigned, as part of their

training program, to work with a teacher in a school district, such students shall not be compensated for such services.

Following the determination of the assignment and general job description of an educational aide and subject to supervision by the teacher's immediate administrative officer, a teacher to whom an educational aide is assigned shall make all final determinations of the duties to be assigned to such aide. Teachers shall not be required to hold a supervisory or administrative certificate in order to perform the necessary supervision of educational aides.

No person who is, or who has been employed as an educational aide shall divulge, except to the teacher to whom assigned, or the administrator of the school in the absence of the teacher to whom assigned, or when required to testify in a court or proceeding, any personal information concerning any pupil in the school district which was obtained or obtainable by the educational aide while so employed. Violation of this provision is grounds for disciplinary action or dismissal, or both.

Opinion No. 69-145
Honorable Martin Essex
Superintendent of Public Instruction
Department of Education
Columbus, Ohio

Dear Sir:

Your request for my opinion, as amended, reads as follows:

> "By letter of September 24, 1969, I requested your opinion as to whether study hall monitors will be required to hold an educational aide permit pursuant to the recently enacted Section 3319.088, R.C.
>
> "I hereby respectfully request that my inquiry of the above date be amended to include a ruling on the following personnel, in addition to study hall monitors.
>
> "1. Security guards
> "2. Lunchroom attendants
> "3. Playground monitors
> "4. Library monitors."

Basically, there are three categories of personnel involved in servicing our school system. There are the certificated personnel who perform instructional, supervisory and administrative functions; there are non-teaching school employees who directly assist the certificated personnel; and finally, there is a category of non-school employees such as, for example, those who perform custodial and maintenance services.

Section 3319.088, Revised Code, was intended by the legislature to require certain of these non-teaching employees to obtain educational aide permits from the State Board of Education. That section reads in pertinent part:

> "As used in this section 'educational aide' means *any non-teaching employee in a school district who directly assists a teacher* as defined in Section 3319.09 of the Revised Code, by performing duties for which a certificate is issued pursuant to Sections 3319.22 to 3319.30, inclusive, of the Revised Code is not required.
>
> *"The State Board of Education shall issue educational aide permits and shall establish regulations and fees for the issuance of such permit which shall be consistent with the provisions of this section.* The fees for the issuance of such permits shall not exceed two dollars for each permit. Educational aide permits may be of several types and the regulations shall prescribe the minimum qualifications of education, health, and character for the service to be authorized under each type. The prescribed minimum qualifications may require special training or educational courses designed to qualify a person to perform effectively the duties authorized under an educational aide permit.
>
> *"Educational aides shall at all times while in the performance of their duties be under the supervision and direction of a teacher as defined in Section 3319.09 of the Revised Code. Educational aides may assist a teacher to whom assigned in the supervision of pupils, in assisting with instructional tasks, and in the performance of duties which, in the judgment of the teacher to whom the aide is assigned, may be performed by a person not certificated pursuant to Sections 3319.22 to 3319.30, inclusive, of the Revised Code and for which a teaching certificate, issued pursuant to 3319.22 to 3319.30, inclusive, of the Revised Code, is not required. ***" (Emphasis added)*

From reading the statute, it can be seen that "any non-teaching employee . . . who directly assists a teacher . . . by performing duties for which a certificate issued pursuant to Sections 3319.22 to 3319.30, Revised Code, inclusive, is not required" is an educational aide and must obtain a permit. Non-teaching school employees whose functions are solely secretarial-clerical are exempt from the provision. The legislature did not intend to require non-school employees to hold permits since, of course, they in no way "directly assist" teachers. So, of the three categories of employees, the legislature intended that all non-teaching school employees, who directly assist certificated personnel, obtain educational aide permits. Thus, any employee who is not a teacher or administrative officer or who is not a non-school employee is an educational aide as defined

in Section 3319.088, Revised Code. It should be further noted that Section 3319.088, Revised Code, imposes a duty on the State Board of Education to issue educational aide permits and to establish regulations and fees for the issuance of such permit, which shall be consistent with the provisions of such section.

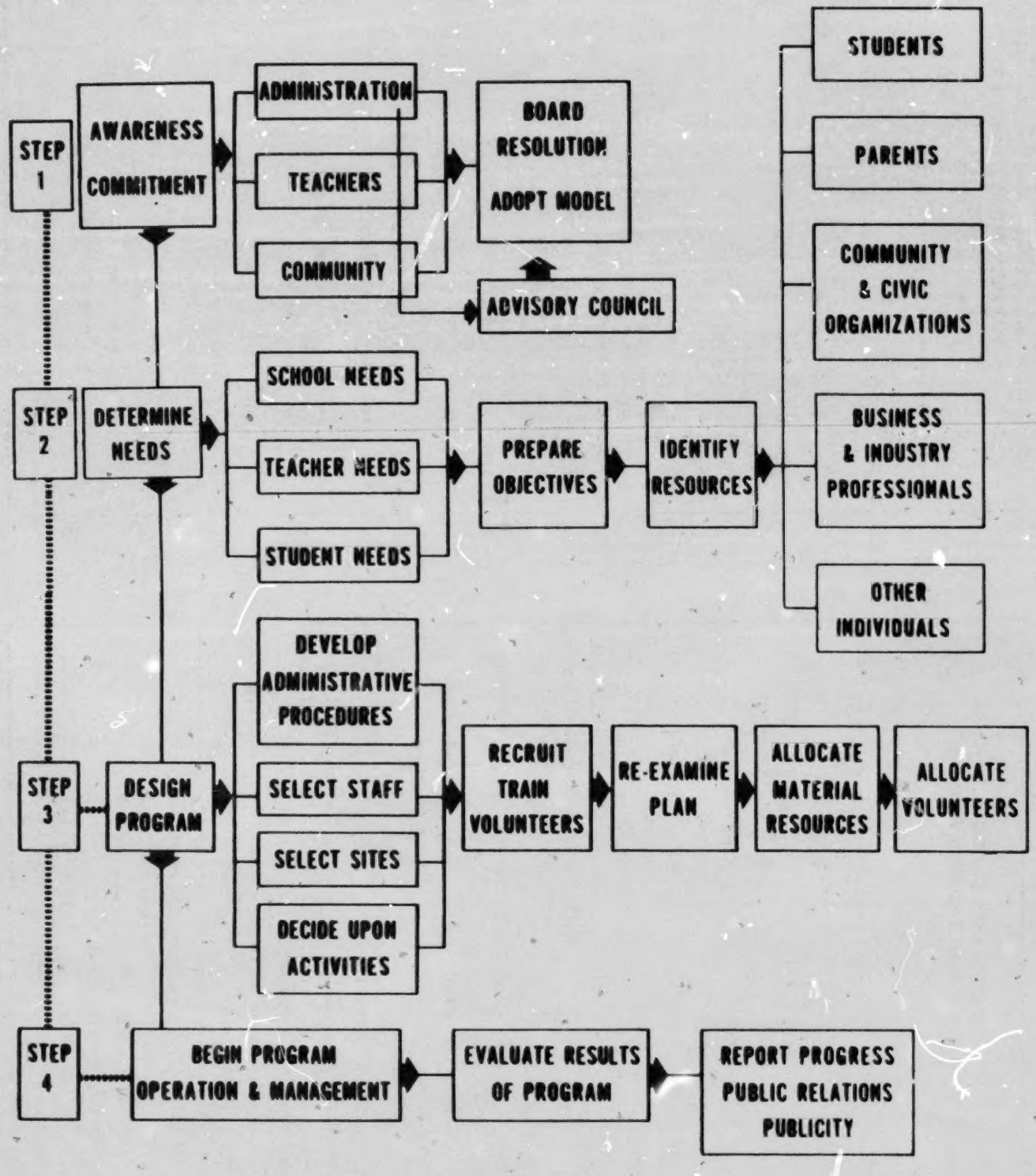
Therefore, it is my opinion and you are accordingly advised that all non-teaching school employees who directly assist certificated personnel are required to obtain educational aide permits from the State Board of Education.

Respectfully,

PAUL W. BROWN
Attorney General

LEE/ec
10/31/69

ORGANIZING AND DEVELOPING A VOLUNTEER PROGRAM



MODESTO CITY SCHOOLS
Teacher Aide Evaluation Form

NAME_____ Date of Employment_____

SCHOOL OR DEPARTMENT_____

Salary: Range_____ Step_____

1 – Acceptable 2 – Needs Improvement

PERFORMANCE	PERSONAL QUALITIES
_____Ability to learn details	_____Neatness of work
_____Acts with minimum of instruction	_____Personal appearance
_____Completion of assignments	_____Attendance
_____Accuracy	_____Promptness
_____Thoroughness	_____Discreetness (as to talkativeness)
_____Cooperation with teachers	_____Fairness and impartiality to pupils
_____Cooperation with pupils	_____Accepts suggestions for improvement
_____Operates at pupil level	_____Attitude toward responsibilities
_____Skillful use of materials	_____Interest
_____Attention to routine matters	_____Use of acceptable English
_____Care of equipment and supplies	_____Self-improvement
_____Disciplinary control	

(Use back of sheet if necessary)

Employee's strong points_____

Recommendations for improvement_____

Other comments_____

RECOMMENDATION: Recommend employee's retention_____

Recommend employee's dismissal_____

Teacher has been consulted_____

Rating, review and comments made by:

NAME_____ POSITION_____

Employee's signature_____ Date_____

YONKERS PUBLIC SCHOOLS
Yonkers, N.Y.
PERSONNEL DEPARTMENT

EVALUATION for Probationary School Aide Employees

Name of Employee_____ Began work_____

Address_____ Assigned_____
School or department

Please complete this rating sheet and forward to the Director of Personnel by

_____

	Always	Usually	Never
A. PERSONALITY AND CHARACTER			
1. Does she appear neat and clean?			
2. Does she cooperate?			
3. Does she practice self-control? (speech and manner)			
4. Does she get along with adults? children?			
5. Is she a willing worker?			
6. Does she accept direction well?			
7. Is she generally pleasant?			
8. Has she a complaining attitude?			
B. PUNCTUALITY AND ATTENDANCE			
1. Does she report for work on time?			
2. Does she leave the job before the assigned quitting time?			
3. Does she put in an honest day's work?			
4. Does she lose time from work for any reason?			
C. EXECUTION OF WORK			
1. Does she get work done on time?			
2. Is her work accurate?			
3. Does she spend too much time in talking?			
4. Does she work overtime?			

D. QUALITY OF WORK IN ASSISTING TEACHER	Excellent	Good	Fair	Poor
1. Supervision of cafeteria, halls, etc.				
2. Inventory and distribution of materials, etc.				
3. Routine classroom clerical work				
4. Supervision of milk and lunch program				
5. Duplicate materials				
6. Register kindergarten and pre-school children				
7. Supervision of school projects, etc.				
8. Other (bus, etc.)_____				

9. Does individual show promise of becoming a good worker? YES___ NO___

Training: Has this employee been given in-service training? YES___ NO___

If yes, what kind_____

_____

Do you wish to retain this employee?_____

Comments and recommendation:_____

_____ Date

_____ Signature of Principal

PITTSBURGH, PENNSYLVANIA
RATING FORM FOR AIDES AND TEAM MOTHERS

Rating of _____ _____ _____
Name Position School

Rating of _____ _____ _____
Signature Position Date

S–Superior
E–Excellent
G–Good
F–Fair
U–Unsatisfactory

Composite Rating

	Rating	Remarks
I. PERSONALITY		
A. General appearance		
B. Health and vigor		
C. Voice		
D. Relationships with:		
1. Administrative staff		
2. Teachers		
3. Fellow workers		
4. Pupils		
5. Public		
6. Others		
E. Tact		
F. Cooperation		
II. SKILLS AND TECHNIQUES (Use "I" if inapplicable)		
A. Typing		
B. Filing		
C. Care and operation of audio-visual aids		
D. Stock room and supplies		
E. Housekeeping		
F. Bulletin board displays		
G. Written reports		
H. Record keeping		
I. Food handling		
J. Working with children under teacher direction		

	Rating	Remarks
III. GENERAL QUALITIES		
A. Industry		
B. Speed		
C. Organization		
D. Punctuality		
E. Attendance		
F. Thoroughness		
G. Judgment		
H. Initiative		
I. Loyalty		
J. Memory		
K. Acceptance of supervision		
L. Flexibility		
M. Understanding of function		

IV. LENGTH OF SERVICE

	Months	Years
A. In Pittsburgh Public School System	_____	_____
B. In present position	_____	_____
C. In this building	_____	_____

V. OTHER INFORMATION

A. Self improvement – Attendance at night school, university classes or other means. Specify.

_____

B. Is progressive – quality of work is improving from year to year _____

C. Outstanding traits, talents or abilities not cited elsewhere _____

_____

D. Comments _____

_____

E. If employee has terminated service with the Board of Education, would you recommend re-hiring? Yes_____ No_____

CANTON CITY SCHOOLS
618 High Avenue N.W.

VOLUNTEER APPLICATION FORM

OFFICE USE ONLY
School:
Date:
Assignment:
Hours:
TB X-Ray:

NAME _____ DATE: _____
last first husband

ADDRESS _____ ZIP _____ PHONE _____

BIRTH DATE _____ No. of Children _____ Ages: _____
mo. day year

EDUCATION: (Circle last year completed) Grade 8 9 10 11 12

Major Subjects _____ College: 1 2 3 4 Grad. _____

SPECIAL TRAINING _____

_____

SKILLS — HOBBIES: _____

_____

LANGUAGES: _____ Can you type?: Yes No

ACTIVITIES — ORGANIZATIONS: _____

_____

_____

VOLUNTEER PROGRAM PREFERRED:

Reading Tutor	Classroom Aide	English Aide
Math Tutor	Kindergarten Aide	Drama
Special Ed.	Primary Aide	Home Ec.
Library Aide	Inter/Upper Aide	Vocational Ed.
Music	Junior High Aide	Lunchroom/
Art	High School Aide	Playground Aide
Phys. Ed.	Clerical	Other

SCHOOL PREFERRED: (1) _____ (2) _____ (3) _____

Check Days and Hours You Can Serve:

	MON	TUES	WED	THUR	FRI
AM					
PM					

IN CASE OF EMERGENCY NOTIFY:
Name: _____
Address: _____
Phone: _____

State briefly why you would like to become a volunteer aide (use back, if necessary).

_____

_____

_____

CANTON CITY SCHOOLS

Office of Coordinator of Aides 455-8992, Ext. 395

VOLUNTEER AIDE PROGRAM

19 - 19

PRINCIPALS' EVALUATION

School or site:_____

1. Would you like to have volunteer service at your school next year?
   Adult aide: Regularly_____Occasionally_____Never_____
   College aide: Regularly_____Occasionally_____Never_____
2. What kinds of service would you like to have? (e.g., lrc, classroom, tutoring, special talents, clerical)_____
   _____
3. Has the general reaction of your staff to the volunteer aides been:
   Good_____Fair_____Poor_____Not used this year_____Comments:_____
   _____
4. Have the volunteers established sound working relationships with the staff? Yes_____No_____How has it been evidenced?_____
   _____
5. Has volunteer service appreciably relieved your staff of non-professional tasks? Yes_____No_____Comments:
   _____
6. Has the help given by volunteers been a factor in improving the achievement of those who receive it? (If possible, please cite specific statistics and/or incidents.)_____
   _____
   _____
7. Has the presence of volunteer aides affected school-home relationships?
   Positively_____Negatively_____No felt effect_____
8. Please name your recommendation for school staff representative for the next school year. (If it can be done at this time.):_____
9. List, if possible, recommendations for school volunteer coordinator for next calendar year (a neighborhood person):_____
10. Do you feel the volunteers were given adequate training before they were assigned? Yes_____No_____
11. Please comment on additional training, skills or techniques you feel the volunteers need._____
    _____
    _____

Principals' Evaluation

12. Has the communication between you and the total volunteer program proved satisfactory? Yes_____ No_____
    Comments:_____

13. What suggestions do you have for training teachers in efficient utilization of volunteers?_____

14. Who has been responsible for on-the-job supervision of volunteers in your school?_____

15. Has the on-the-job supervision of volunteers been satisfactory? Yes_____ No_____. Comments:_____

16. What additional suggestions can you make to improve the quality of the volunteer program, both adult and student aides?

To facilitate the compilation of a Community-Resource Talent Pool brochure, please complete the following:

17. What other volunteer community resources (speaker, talents, skills) have you been able to involve this year in your school? Comments:_____

18. Suggest names of people whom you feel we should contact to be listed in our Community-Resource Talent Pool brochure._____

    _____ _____ _____ _____

    _____ _____ _____ _____

19. List topics, subjects, skills for which you could use community talents or speakers. (e.g., travel, vocations, etc.).

    _____ _____ _____ _____

    _____ _____ _____ _____

Comments on specific volunteers are also welcome, including recommendations on outstanding volunteers who might be valuable as volunteer trainers and coordinators.

CANTON CITY SCHOOLS

Office of Coordinator of Aides 455-8992, Ext. 395

VOLUNTEER AIDE PROGRAM
19 - 19

TEACHER/STAFF EVALUATION

School or site:_____

Teacher or staff member:_____ Grade and/or area_____

Volunteer(s) assigned to you this year:_____
(list name(s))

_____ _____

1. Have you used the services of a volunteer aide this year?
   Adult aide: Regularly_____ Occasionally_____ Never_____
   College aide: Regularly_____ Occasionally_____ Never_____
2. Would you like to have a volunteer aide assigned to you next year?
   Adult aide: Regularly_____ Occasionally_____ Never_____
   College aide: Regularly_____ Occasionally_____ Never_____
3. What type of service did your volunteer perform this year? (tutor, classroom, lrc., etc.)_____
   _____
4. What kinds of service would you like to have?_____
5. Does the volunteer have good rapport with the children? Yes_____ No_____ How is it evidenced?
   _____
   _____
6. Does the volunteer have a good working relationship with you and others on the staff? Yes_____ No_____
   Comment:_____
   _____
7. Do you feel that the climate for learning has been improved by volunteer service? Yes_____ No_____ How?
   _____
   _____
8. Has there been any evidence of changes in your pupils as a result of volunteer service? Yes_____ No_____
   What kind of changes?_____
   _____
9. To what extent has the volunteer increased your efficiency as a teacher in relationship to:
   a. Planning_____
   b. Pupils_____
   c. Professional growth_____
10. Have the services of the volunteer relieved you of any non-professional chores? Yes_____ No_____
    Comments:_____
    _____

Teacher/Staff Evaluation

11. Do you feel the volunteer was given adequate training before assignment? Yes_____No_____Comment:

_____

_____

12. What suggestions do you have to improve the training or efficiency of the volunteer?_____

_____

_____

13. Has on-the-job supervision of the volunteer proved satisfactory?_____

_____

14. Comment on any personal qualities which hamper or enhance the effectiveness of a volunteer._____

_____

15. What would you plan to do differently with your class if you had more volunteer help (including special help, as in phys. ed., art, music, etc.)?_____

_____

16. What speakers or community resources have you utilized in class this year? (slides, travel, crafts, hobbies, vocalist, etc.). Names:_____ _____

_____ _____

17. What specific speakers or community resource talents could you suggest for our file?

_____

18. What type of resource talent could you use in the future? (subject, skill, talent).

_____

19. Please add any additional thoughts or suggestions you may have on the volunteer program. You may include comments on specific volunteers, if desired:

CANTON CITY SCHOOLS
Office of Volunteer Aides

618 High Avenue N.W., Canton, Ohio 44703
455-8992, Ext. 395

SURVEY OF VOLUNTEER PROGRAM

School Year____ - ____

VOLUNTEER EVALUATION

Please answer the questions below and return this survey form as soon as possible to the CSVC Office, Administration Annex #1.

Name_____ Phone_____

Address_____ Zip_____
Street City

1. Volunteer Assignment This School Year:

   School assigned to:_____

   Type of volunteer assignment:_____
   (e.g., LRC, Tutor, Classroom, etc.)

   Worked from_____ to_____ No. of years as volunteer_____
   month month (continuous years)

2. I am interested in working as a volunteer aide during the next school year. Yes ☐ No ☐

3. If the answer is "Yes," please check the appropriate statements below:

   ☐ I cannot give a half day a week, but would substitute.

   ☐ I would prefer to be a special occasion aide or resource person.

   Please specify special area of interest or talent, if any (e.g., art, music, phys.ed., travel, sewing, etc.).

   _____

   ☐ I would like the same assignment I had this school year.

   ☐ I would prefer a different assignment:

   Different School_____

   New Type of volunteer work_____
   (specify)

   ☐ I would like to be a Volunteer Trainer.

   ☐ I would like to be a School Volunteer Coordinator (work as coordinator in my neighborhood to help the central volunteer office with recruitment, assignments, and coordination of efforts of volunteers within that school).

   Name school neighborhood in which you live_____

4. If the answer is "No," you are unable to serve, please state the reason, if it reflects upon the program itself:

   _____

   _____

5. Please use the back of sheet for any comments or suggestions you may have on your experience this year as a volunteer aide which could help guide us for the next year (e.g., training, assignments, teacher-aide-student relationships, appreciation, etc.).

27

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Naylor, Harriet H. *Volunteers Today: Finding, Training and Working with them.* New York; Association Press, 1967.

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A list of other readings are available from the OEA TEPS Commission, Columbus, Ohio.